

Leander Independent School District
Leander Extended Opportunity Center (Leo)
2015-2016 Campus Improvement Plan

Vision

**Students will exit our system with the same passion for learning they had when they entered,
without economics determining success.**

Every Option Open.

Our Challenge

In order to accomplish this vision, we must:

- Give students ownership in their learning, with the Seven Student Learning Behaviors anchoring every classroom.
- Close the achievement gap.
- Ensure students exit our system college and career ready.
- Focus on the whole student, ensuring that every student is healthy, safe, engaged, supported and challenged.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2014-15 Student Population:

- Ethnicity: Asian-3%, Black-8%, Hispanic-38%, White-48%, Two or more ethnic groups-3%
- Special Education-28%, Non-Special Education-72%
- EcoDis-17%, Non EcoDis-83%

Demographics Strengths

Proportion of EcoDis Students to total population of students is 17%.

Demographics Needs

- Proportion of Hispanic students to total population of students is 28%.
- Proportion of Special Education students to total population of students is 28%.

Student Achievement

Student Achievement Summary

Many students come to LEO with failing or missing grades. Teachers at LEO contact assigning campus teachers to check to see if students are able to make up any missing grades or to retake test or resubmit work to bring up grades. There have been mixed results. Some assigning campus teacher work with LEO teachers to help students improve grades, others do not. Often the determining factor is the reason grades are low or work is missing.

Student Achievement Strengths

Students receive individual help in the specific areas in which they are struggling. Teachers then work with students either one on one or in small groups to provide remediation/reteach of targeted concepts.

Most of the students who come to LEO are able to bring up their grade averages during the LEO assignment.

Student Achievement Needs

More campus to campus coordination would benefit students.

School Culture and Climate

School Culture and Climate Summary

The LEO Center is a very structured environment where students have strict rules and procedures they are required to follow. Students are oriented into the system; they are instructed in the rules, requirements, and procedures. Students are then given the opportunity to ask questions for the purpose of clarifying and understanding the expectations. A shortened version of the rules is read daily in the classroom. Students understand the expectations for behavior and the consequences for not meeting behavior expectations.

School Culture and Climate Strengths

The strength of the system is the establishment of clear expectations and the daily review of the expectations. Rules are enforced consistently throughout the school. Students clearly understand the consequences of failure to meet the expectations.

School Culture and Climate Needs

1. The Center must review all rules and expectations to assure they are still relevant and rework those that need adjustment.
2. Constant checks must be done among staff to assure that expectations and consequences for failure to meet the expectations are consistent.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers follow the same curriculum and use the same assessments as the assigning campuses. Instructions is individualized to the meet each student's needs. Teachers use small group formats for lessons that require additional instruction, remediation or discussion.

Curriculum, Instruction, and Assessment Strengths

- Coordination with assigning campuses to assure a smooth continuation of student instruction between assigning campus and discipline center.
- Communication between campuses on student work and achievement.
- Access to curriculum and materials.

Curriculum, Instruction, and Assessment Needs

1. Without frequent teacher to teacher contact, students at the discipline center may get ahead or behind the classes on the assigning campus.
2. The discipline center does not have a certified teacher for every subject offered on the assigning campus.

Family and Community Involvement

Family and Community Involvement Summary

- Parents of students assigned to LEO are mailed a packet of information prior to the student arriving at the LEO Center. This includes the dress code, bus information, rules, meal information, and answers to frequently asked questions. On the packet is a phone number for parents or students to call if they need more information.
- Parents are mailed daily reports when students have received a correction from the staff detailing what the infraction was and what the consequence was.
- In the elementary program a daily progress report goes home daily.
- Conferences are scheduled as needed for behavior, attendance or grade concerns.
- Parents can be given a tour of LEO prior to student arrival as needed.

Family and Community Involvement Strengths

- Timely information to parents.
- Quick notification of concerns regarding students grades, attendance or behaviors.
- Conferences as needed.
- LEO tours.
- Bilingual Receptionist.

Family and Community Involvement Needs

1. Some families are reluctant to interact with the school.
2. At times, students attempt to sabotage communications from school to parent.

Technology

Technology Summary

Often when planning for the needs of the high school campuses, the middle school campuses, and the elementary school campuses, there is no planning for technology at the LEO Center. Access to technology is limited at LEO due to having few school devices for students.

Technology Strengths

The technology department is supportive when called upon for assistance.

Technology Needs

Presently, the LEO Center does not have the technology necessary to access the online texts required by science and social studies at the middle and high school as well as what is needed for communicating with home campus teachers, submitting work on line, viewing on- line lessons and resources set by assigning campus teachers.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- Progress of prior year TAKS failers
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Section 504 data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data






- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals

Goal 1: College and Career Ready: Students exit our system college and career ready

Performance Objective 1: 70% of high school students eligible to access class credit through credit recovery will complete credits as indicated by the student's individual educational plan.

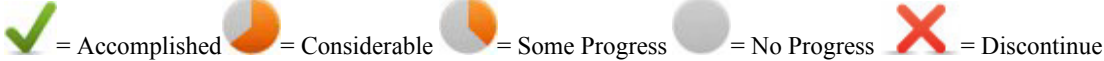
Summative Evaluation: Documentation from the credit recovery teacher will be compiled upon each high school student's exit date. This documentation will be compared with the possibilities for credit recovery on each student's records.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Student deficiency plan examined to determine eligibility for credit recovery. To occur upon student entry into system.	School Counselor	Individual student deficiency plans			
	Funding Sources: 199 - General Funds				
2) Meet with student to review opportunities for credit recovery.	School Counselor	Student roster of meetings			
	Funding Sources: 199 - General Funds				
3) Coordinate with counselor from assigning campus to schedule any additional credit recovery classes.	Assigning school campus counselor/LEO Counselor	Coursework Scheduled			
	Funding Sources: 199 - General Funds				
4) Credit Recovery Teacher adds indicated credit recovery courses to students set of courses and sets a schedule with students for completion for credit.	Credit Recovery Teacher, School Counselor	Course completion and individual student transcripts.			
	Funding Sources: 199 - General Funds				
5) Credit Recovery courses completed for each student will be compared with opportunities for credit through credit recovery.	Principal, Credit Recovery Teacher, School Counselor	Spreadsheet of credit recovery classes student is eligible to complete and credit recovery classes actually completed.			
	Funding Sources: 199 - General Funds				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Goal 2: Eliminating the Gap: Students achieve at high levels without economics determining success

Performance Objective 1: 80% of student will use a computer to research topics and to complete assigned work products.


Summative Evaluation: Each teacher will keep data on students assignments completed on computer. Data will be compiled and measured at the end of each six week grading period, beginning with the second six weeks period.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Upon entering the system, students in targeted subject areas and classes will be assigned a district owned device for completing research and assignments.	Math, English, Science and Social Studies teachers	Student data sheets			
Funding Sources: 199 - General Funds					
2) Students will be trained in Acceptable Use Policy and guidelines for computer use for completing assignments while at LEO.	Principal, Assistant Principal	Signed student contract forms			
Funding Sources: 199 - General Funds					
3) The teacher for each targeted class will establish specific expectations for use of computers in completing assignments, including guidelines for quality work, for submitting completed work and timelines for due assignments. The criteria and guidelines will be reviewed by the teacher as needed throughout the student's stay at LEO.	Math, English, Science and Social Studies teachers	Teacher Survey			
Funding Sources: 199 - General Funds					
4) The teacher for each targeted class will review with students how to access information on the computer, and the use of the appropriate programs available for submitting the work product.	Math, English, Science, and Social Studies Teachers	Teacher survey response			
Funding Sources: 199 - General Funds					
					

Goal 3: Student Learning Behaviors: Students own their learning

Performance Objective 1: 72% of students assigned will exit the LEO Center with a better grade than they had at the beginning of their assignment.






Summative Evaluation: Data will be compiled and measured at the end of each six week grading period.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Students given criteria for quality work in the form of a list of expectations, checklist, or rubric.	Teachers	Teacher survey			
Funding Sources: 199 - General Funds					
2) Teachers will email home campus teachers to see if there is missing work that student can make up at LEO. Teacher will then facilitate the make up work.	Teacher and School counselor	Grade average taken from data collection sheets			
Funding Sources: 199 - General Funds - \$0.00					
3) LEO teachers will be in contact with parents either through email or by phone to inform them of their child's work progress.	Teachers	Copies of emails or phone logs.			
4) LEO teachers will provide one on one or small group tutoring as needed for students who are having difficulty grasping concepts.	Teachers	Grade average taken from data collection sheets			
Funding Sources: 199 - General Funds					
					

Goal 4: Whole Student: Students are healthy, safe and engaged

Performance Objective 1: 70% of students in the LEO Center will meet criteria for behavioral success during the assignment. Progress toward the goal will be measured through the daily demerit reports. Success will be measured as no more than 15 demerits.

Summative Evaluation: Daily demerits will be calculated each day and compiled at the end of each six week grading period.

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
			Nov	Jan	Mar
1) Start the school in a quiet and orderly fashion.	All Staff	Staff will mark a calendar with this information and keep this record.			
Funding Sources: 199 - General Funds - \$0.00					
2) Staff will work with individual students who are receiving demerits. Parents will be notified.	All staff	Review of demerits from last year.			
Funding Sources: 199 - General Funds - \$0.00					
3) A mentor will be assigned to each student when a student loses 2 early release days.	Administration and teachers	List of students who are assigned mentors. List will show students who were assigned a mentor and decrease in demerits.			
Funding Sources: 199 - General Funds - \$0.00					
4) When a student loses all of his/her early release days a "LEO behavioral plan" will be put in place.	Teachers, Counselors, Administration	Copies of meeting dates and copies of plans.			
Funding Sources: 199 - General Funds - \$0.00					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue					

Addendums

LEO (199)		Reflection on 2014-2015 Campus Goals on a Page		
District Initiatives	Classroom Processes	Campus Goals	Met Goal? Evidence	Next Steps?
Student Learning Behaviors	Student ownership of learning Learner engagement Learning objective Assessment of / for learning	70% of students will increase assigned work products as compared with work products completed on home campus. A snapshot will be taken upon student arrival and exit. Reestablish baseline with new data collection system.	Yes, teacher data, snapshots	New goal: 80% of students will increase assigned work products as compared with work products completed on home campus.
Eliminating the Achievement Gap	Student ownership of learning	25% of students will earn a higher average on completed assignments as determined by a comparison of pre and post attendance grade averages. (Baseline = 20%)	Yes, Gradebook data- Grades on home campus and LEO Center	New goal: 30% of students will earn a higher average.
	Learner engagement	75% of students will demonstrate growth in attainment of self enhancement skills as demonstrated by a pre and post LEO skills survey. (Baseline = 70%)	No, Comparison of pre and post LEO skills survey.	Review and rework questions to provide better comparison data.
College and Career Readiness	Data analysis and goal setting Plan for intervention / challenge	70% of high school students will demonstrate understanding of the individual graduation plan following a planning meeting with the counselor as measured by the exit survey. Reestablish baseline with questions on new exit survey.	No, Relevant questions on the exit survey.	Second meeting planned to review the graduation plan and assess student understanding of plan.
Focus on Whole Student	Plan for intervention / challenge	The number of LEO Center Classroom reports that result in one or more demerits will be reduced by 10% as measured by daily classroom report sheets. (Baseline = 730 Daily Classroom Reports with one or more demerits.)	Yes, daily classroom demerit sheets and reports.	Raise goal to 20%.